

*Value Leadership
And
Capacity Building*

Adel Safty, et al.

Foreword

Harriet Fulbright

Preface

Enver Yücel

The School of Government and Leadership
University of Bahcesehir. Istanbul. Turkey

Value Leadership and Capacity Building

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I dedicate this book to the men and women who supported, prepared, and participated in the Global Leadership Forum. May their work, commitment, and dedication continue to keep the spirit of the forum alive, and help illuminate the path of Value Leadership for human development.

Adel Safty

Value Leadership And Capacity Building

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Acknowledgement

This book, *Value Leadership and Capacity Building* (the international edition of the Turkish edition which appeared in 2003) contains presentations made at the 5th Global Leadership Forum in Istanbul, June 2003. I am pleased to acknowledge the support of the United Nations Development Program, of the Center for Creative Leadership in the United States, and of the Cultural Center of the American Consulate in Istanbul who helped sponsor the 5th Global Leadership Forum, the second in Istanbul.

The Global Leadership Forum was organised by the School of Government and Leadership of the University of Bahcesehir, in partnership with the World Bank. I wish to record my appreciation and gratitude to my friend Dr. Ajay Chhibber, Director of the World Bank Turkey, who believed in and contributed his time and ideas to, the 4th Global Leadership Forum, which was held in Istanbul in 2001. He believed in the project enough to lend the support of the World Bank to the 5th Global Leadership Forum, also held in Istanbul, which took place in June 2003.

Organising an international conference is necessarily a teamwork undertaking. I wish to acknowledge here the valuable help I received in organising the 5th Global Leadership Forum.

My organising committee consisted largely of two people who helped me when I started planning for the forum late last year: Dr. Şamil Erdoğan and Ms. Beatrice Vanni. Dr. Şamil Erdoğan, Dean of Students affairs at the University of

Bahcesehir, provided valuable assistance from the very beginning, and did so throughout the forum, always with a smile. Ms. Beatrice Vanni was my assistant, helper, and indispensable coordinator of all activities. She also generously gave of her time after the forum to help collect and organise the manuscripts. To her I owe a debt of gratitude, which I am happy to acknowledge. I have invited both of these valuable assistants and colleagues to continue their work with me for the next Global Leadership Forum.

Prior to and during the actual Global Leadership Forum, many colleagues gave generously of their time to make the forum a success. I am happy to acknowledge their valuable assistance: Fehime Muhaffel, Mehran Shahidi, Kemal Karagöl, Ziya Alpay, Canan Mendi, Fatih Yücel, Birol Hekim, Ersun Aydın, Zafer Doğan, Aslıhan Öztezel, Meral Hiçsönmez, Murat Çöpcü, Serpil Kapisuz, Havva Salman, Faika Burkan

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Last but not least, I want to acknowledge our debt to Mr. Enver Yücel, the Chairman of the Board of Trustees of the University of Bahcesehir whose support, both moral and financial, was indispensable to making the Global Leadership Forum, in 2001 and again in 2003, a reality. His leadership contributions to education in Turkey are already well-known, and I am delighted he is joining our international leadership group to make equally valuable and very much appreciated leadership contributions to education throughout the world.

To all of the above, I wish to express my heart-felt gratitude and would like to invite all of them to extend their support and help once more for our next Global Leadership Forum.

Adel Safty
Istanbul, August 2003

Foreword

Harriet Fulbright

I am pleased to write this foreword for Adel Safty's new book. The concept of leadership has been the subject of extensive writings and reflections, mostly from specialists in management and psychologists seeking to understand the various ways of influencing human behaviours. What Adel Safty proposed six years ago at the First United Nations Leadership Conference, and continues to propose today, is nothing less than the democratisation of the concept of leadership: That is to make leadership a people's business, accessible to people from all disciplines and all walks of life, and at the same time, as an activity, primarily focussed on people and their professional and personal needs. In short, it is a multidisciplinary and comprehensive conception of leadership that relates it to people, first and foremost. That is why Adel Safty's notion of Value Leadership is perfectly sensible because leadership ought to be about commonly shared values and at the same time, it ought to add value to our common undertakings in pursuits of human development. I wholeheartedly support it.

I am pleased to have been party to this new and ongoing leadership adventure. At the 5th Global Leadership Forum (the Second in Istanbul) organised by Prof. Safty in Istanbul in June 2003, the former members of the United Nations

Leadership Conference Standing Committee have reconstituted themselves, at the invitation of Adel Safty, who is the UNESCO Chair in Leadership at the School of Government and Leadership at the University of Bahcesehir, into the UNESCO Leadership Chair Council.

At our meeting in Istanbul on June 4th, the members of the UNESCO Leadership Chair Council have agreed on the following mission:

“to advise the UNESCO Leadership Chair, Prof. Adel Safty, on how best to (a) advance the concept of leadership for human development, (b) promote humane governance, socially responsible corporate management, and multicultural cooperation, and (c) foster support for democracy, peace, and sustainable development and their relationship to human development through the activities and publications of the Global Leadership Forum.”

The members of the UNESCO Leadership Chair Council unanimously elected the following:

Mrs. Harriet Fulbright as Chair of the UNESCO Leadership Chair Council

Mr. Enver Yücel as Vice Chair of the UNESCO Leadership Chair Council

Prof. Adel Safty as President of the Global Leadership Forum.

The UNESCO Leadership Chair Council includes the following members:

Harriet Fulbright and Barry Featherman from the USA, Congressman Jose Gomez from Venezuela, Luis Correa-

Marquez from Puerto Rico, Prof. Bruce Lloyd from England, Rupert Douglas-Bate from England, Mr. Jacques Baudot from France, Ms. Cristina Lamana from Spain, Ms. Elena Gvozdeva from Russia, Ms. Marina Tyasto from Russia, Ms. Anjelika Borokovica from Austria, Dr. Mahy Abdel Latif from Egypt, Mr. Fisan Bakale from Nigeria, Prof. Carol Allais from South Africa, Prof. Adel Safty from Egypt, Dr. Omer El Agab from Sudan, Prof. Omer El Agab from Sudan, Mr. Leong Sze-Hian from Singapore, Prof. Hafiza Golandaz from India, and Mr. Jian Xuewen from China. Mr. Enver Yücel from Turkey, and as ex officio member: Prof. Dr. Adel Safty, UNESCO Chair and President of the Global Leadership Forum.

Our goal is to help the UNESCO Leadership Chair promote a new and multidisciplinary perspective, and provide training, in leadership to emerging leaders and practitioners from all walks of life. This new conception of leadership is based on humane governance, socially responsible corporate management, and multicultural cooperation and seeks to promote peace, democracy, and sustainable development. In addition, we are also committed to institutionalising the Global Leadership Forum as the meeting place of practitioners, scholars, established and emerging leaders from all walks of life, who are committed to humane governance in the field of public policy, to socially responsible corporate management in the private sector, and to multicultural cooperation to promote peace, democracy and sustainable development.

The selection in this book testifies both to the diversity of backgrounds, disciplines, and cultures as well as to the commitment of all to these values inherent in the conception of Value Leadership.

Harriet Fulbright
Istanbul, June 2003

Preface

Leadership and Liberal Education

Enver Yücel

Enver Yücel is Chancellor of the University and Chairman of the Board of Trustees of the University of Bahcesehir

When Prof. Adel Safty, the President of our School of Government and Leadership, asked me to write this preface for his latest book, *Value Leadership*, I gladly accepted, knowing how much we both share a commitment to leadership as public service. I have devoted the last 35 years of my life to the creation of educational opportunities in Turkey, with a basic philosophy founded on the principle of public service and capacity building for my country.

At the recent 5th Global Leadership Forum Professor Safty organised in Istanbul, he spoke of Value Leadership and related it to human development. I see a clear link between Value Leadership, which promotes all activities that add value to human development in whatever field, and the commitment to public service also in whatever field one may be engaged in. My own field of professional pursuits has been education. I have always believed that education is a basic right and at the same time a powerful tool of empowerment for the personal, intellectual, emotional, and professional development of the individual. The revolution in

communication and increased intercultural activities throughout the world add an urgent dimension to the challenge of making education a basic right for all. Education is a unique tool of empowerment, an engine of development, and a bridge between cultures. In these and in many other ways, education adds value to our lives and I like to think that those who are committed to making educational opportunities as much available as possible are people who are engaged in Value Leadership.

Allow me then, in my capacity as Chairman of the Board of Trustees of the University of Bahcesehir, to share with the readers my address to our first graduating class from the University of Bahcesehir. It will elucidate my thinking about education and its relationship to Value Leadership. I also hope it will set the right tone for this valuable volume.

Four years ago, I set up the University of Bahcesehir with a clear mission in mind: To offer our students the best liberal education available in Turkey. We were committed to graduating students who are critical thinkers yet open to differences of opinion, students who are proud of their culture, yet sensitive to the richness of cultural diversity, students who are literate in technology-assisted learning, yet strong in the basic foundations of liberal education.

As I stand here today, I want to share with you the pride and joy I feel in seeing this dream come true as we salute and celebrate the first graduating class of the University of Bahcesehir: The Class of 2003.

To this first class, I say, as you leave us, I want you to know that this institution that we built together will always be your institution, your university. I want you to know that as you leave us, we are more determined than ever to relentlessly pursue our quest for excellence. And so, let me share with

you some of my thoughts on the journey of excellence in liberal education and its inevitable internationalisation that we have embarked on together.

As we stand at the juncture of major changes brought about by the knowledge revolution, the technology revolution, and the revolution in the movement of peoples and ideas, liberal education has to anticipate change and use it to achieve excellence. Some of the major trends I see include the following:

1. The change from teaching to learning paradigm, from teacher-centred to student-centred learning.
2. The change from departmentalised division of knowledge to interdisciplinary knowledge and integrated knowledge.
3. The growing awareness of the importance of international education.
4. The necessity of experiential learning, of which leadership in action, and service-learning, are important components.

Aware of the necessity for the incorporation of these important trends, leaders in the liberal education community in the United States are proposing a modern and forward-looking model of curriculum and pedagogy. This model is based on the following components:

1. Acquiring Intellectual Skills and Capacities
2. Understanding Multiple Modes Of Inquiry And Approaches To Knowledge
3. Developing Societal, Civic, And Global Knowledge
4. Gaining Self Knowledge And Grounded Values

Such new curriculum structures will require new pedagogy, and new approaches to delivering knowledge. The traditional

model of the instructor as the sole source of knowledge is no longer adequate. The lecture format, which dominates traditional teaching, is now retreating before the centrality of the student-centred learning. The teacher shall remain a crucial component of this new pedagogy because of the teacher's ability to guide and direct, as well as motivate and inspire the learners.

However, increasingly, the emphasis is on involving students in research and inquiry-oriented strategies for learning. These strategies include: collaborative inquiry, problem-solving, experiential learning with open-ended projects; and service-learning with commitment to community service. Our Leadership in Action program at the University of Bahcesehir represents such a progressive pedagogical orientation.

This model of liberal education, which sprang from the best in American traditions, is also spreading to Europe. Utrecht University in the Netherlands, Roskilde University in Denmark, the College of Jokoping in Sweden, and the Smolny College of Liberal Arts and Sciences in St. Petersburg, have all adopted liberal education programmes.

The European Union is studying how to create a uniform university system in Europe that is based on liberal education and that promotes greater academic and student mobility and enhances employment opportunities.

This new European direction was first confirmed at the Sorbonne University Conference in May 1998, and again at the Bologna Declaration of June 1999. The Bologna Declaration set forth the agenda for "A Europe of Knowledge...as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium."

Liberal Education is directly linked to international experiences and international education. The members of the G-8 group, for example, have set for themselves the goal of doubling students and faculty exchanges within the next 10 years.

Higher education must be internationalised in order to produce citizens and leaders proud of their cultural heritage yet showing appreciation for the richness of cultural diversity, global citizens who are committed to human development and to international solidarity in order to promote, as Mustafa Kemal Attaturk said, peace at home and peace abroad.

We must use technology not only to improve the quality of education we offer in our universities but also to improve the opportunity of access to our universities. By taking up the challenge of greater access to higher education we in fact democratise knowledge. By helping reduce the knowledge gap, we reduce the wealth gap. By producing educated and aware citizens we increase development opportunities. Knowledge based development is the most effective tool of building capacities and strengthening self-reliance. By combating ignorance and poverty, we build social peace and strengthen the fabric of our society.

I am pleased to publicly endorse the official statement made by the International Association of Universities to the United Nations Educational, Scientific and Cultural Organization (UNESCO), and presented at their 11th Annual Conference in 2000, which recommended the integration of international programs into all universities' program. Specifically, I support the following:

1. That higher education institutions seize the initiative in the process of internationalisation.
2. That higher education leaders develop internationalisation programmes for their universities.
3. That the curriculum of the university reflects the preparation of international citizens, speaking a foreign language, and committed to leadership for peace and development.
4. That higher education leaders focus on developing human resources as a tool of capacity building in the struggle against poverty and ignorance.

We practise what we preach. We are developing strong international connections. We have signed cooperation and exchange agreements with San Diego State University and with Kent State University in the United States. We are also a distinguished partners of the International Partnership of Leadership and Service-Learning in New York, which includes such distinguished partners as Yale University and Cornell University, as well as other universities and colleges from about 100 countries. We have hosted two international leadership forums that brought people from all over the world and at which our faculty and students participated. We have formed valuable partnership with the United Nations, the UNESCO, the World Bank, and the Center for Creative Leadership in the United States.

As Mr Koïchiro Matsuura, the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) said at the UNESCO Conference on International Education held in Paris on June 23, 2003, the reality of interdependence is clear. We should apply the notion of interdependence not only to relations of international cooperation but also to the very ways in which knowledge is created, esteemed and shared.

To unlock the potential of globalisation and spread its benefits more equitably, we must commit ourselves to development patterns that respect cultural diversity and local capacity building and mutual respect.

Liberal education has an important role to play and essential contributions to make to sustainable development. In its final declaration, The Global Higher Education for Sustainability Partnership, which was launched last year at the World Summit on Sustainable Development in Johannesburg, South Africa, called for: “a new learning space on education and sustainability that promotes cooperation and exchange between institutions at all levels and in all sectors of education around the world”.

Next year the UNESCO is launching the International Decade of Education for Sustainable Development (2005-2014), and is looking for international partners to promote this important initiative.

I am pleased to announce that our university is already a partner with UNESCO. Prof. Dr. Adel Safty has established at our University the first UNESCO Chair in leadership ever established in Turkey. Adel Safty and I have contributed our own money to endow this Chair and promote its activities, including the Global Leadership Forum. The Global Leadership Forum, which we organized in Istanbul June 5-8 , 2003, brought together professors, business leaders, government officials, international organizations representatives and leaders from civil society from South America, North America, Western and Eastern Europe, Northern Africa and South Africa, the Middle East, Asia, the Indian subcontinent and Australia. Mrs. Harriet Fulbright, who worked with President Bill Clinton, was elected Chair of the UNESCO Leadership Chair Council, I was elected Vice-Chair and Adel Safty was elected President of the Global Leadership Forum.

I have announced and am repeating today, that it is my intention to make the Global Leadership Forum an annual event that will be institutionalised and that will associate the name of Istanbul with the Global Leadership Forum.

The UNESCO estimates that there are more than 836 million adults in the developing world who cannot read or write. Around the world, more than one third of adolescents do not attend high school. The vast majority of these unschooled youngsters and illiterate adults are in the poorest countries on earth. Without a doubt there is causal link between poverty and lack of educational opportunities.

The United Nations estimates that it would take an additional six billion dollars per year to make basic educational opportunities available to the entire population of the developing world. At the same time, consumers in the United States spend 8 billion dollars per year on cosmetics, and Europeans spend 11 billion dollars annually on ice cream.

We face major challenges as globalisation of trade and communication is producing a highly interconnected world. We must face and effectively deal with the knowledge gap and the educational gap. The model of Liberal Higher Education I outlined above must play an important role in helping produce sustainable development. That is why higher education must look outward, to the rest of the world, to directly face the challenges and offer some of the solutions.

Education is the key determinant of the success of individuals as well as nations. Education not only determines economic prosperity, it also defines the very nature of democracy and civil discourse, between individuals as well as between nations.

We in the education community must address issues such as the achievement gap between the advantaged and disadvantaged students, pedagogical programs for teachers that take into account new curriculum orientation and new pedagogical philosophies. We must also address the issues of literacy, especially girls' literacy, an issue that was identified as a priority by the world leaders at the Millennium Summit in September 2000 at the United Nations.

The French revolutionary Danton said more than two centuries ago, "After bread, education." Education is the most basic necessity after those that are vital to life itself--food, shelter, and security. Only education and capacity building can lift people out of social marginalisation.

Let's dare to think of education as the key to knowledge that will free the human spirit from ignorance and prejudice.

Let us dare to think that education will liberate man from the shackles of poverty, and from the vicious cycle of conflict and violence.

Let us dare to think of liberal education as the key to knowledge that will expand the horizons of imagination, develop the powers of intellect, and equip us all with the resolve to exercise leadership for the benefits of humanity.

And so in closing I say to our students who are graduating today: Be proud of your achievements for you have worked hard to earn them. Be strong in your convictions for they will serve you well in difficult times. Be thankful for your blessings for you have what many others could only dream of having. Be critical in your thoughts especially about yourself, for only then can you be a model to others. Be forgiving of other people's foibles for only then can your spirit soar high. Be a leader for only then can you truly make a difference.

But let this not be the end of your quest for knowledge. Let your graduation day be an important milestone in your life-long journey of learning: Learning about yourself and about other peoples and other cultures. Learning to serve your community and your country. Learning the power of love of people and humanity. Learning the virtues of humility, and the value of enthusiasm. Learning to value ethics and nurture curiosity. Learning to be thankful for what you have, and blessed for what you will give. And so I bid you farewell: Go out and conquer the world, may God's speed be with you. Thank you very much.

Enver Yücel
Istanbul, July 2003